

## “Relationship of Spiritual Intelligence and Work Ethics of Secondary School Teachers”

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### Abstract

The present study was conducted to measure the relationship of spiritual intelligence and work ethics of secondary school teachers. The sample consisted of 204 sec. school teachers. Spiritual intelligence scale (2010) developed by Dr. Santosh Dhar and Dr. Upinder Dhar and self-constructed Teacher’s Work Ethic Scale were used to measure spiritual intelligence and work ethics. Data were analyzed using Person correlation coefficient. Findings show that there is a positive relationship between Spiritual Intelligence and work ethics of teachers. The correlation between spiritual intelligence and work ethics of male teachers is higher than the female teachers. Based on these results, we conclude that the spiritual intelligence, play a vital role to endure quality of work in the teachers which help them to embody certain principles that guide their work behavior, leading them to produce high quality work consistently.

**KEYWORDS** :-spiritual intelligence, work ethics and sec. school teachers.

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### Introduction

The responsible teacher is one who lives up to the expectation of students, organization, societies and who follows the rules of assigned roles. Modern Society expects new knowledge and skills from the teachers and school. It also responds to the emerging challenges which the teachers are facing in diverse society. Teacher’s personal values can be used to develop a effective teaching, style. Hence, the ever changing system has made the role of teacher more critical and challenging as compared to earlier. Should our education system made teacher more empowered? Will our teachers equipped to face the emerging difficulties coming ahead?

A teacher is responsible for everything which is happening in the classroom. The behavior of teacher will have an impression on the behavior of students. Attitudes of teacher is contagious, if teacher smile, student get smile on their face and if he is in anxiety, it will be spread among students. So, if something goes wrong or good in class, the only responsibility is of teacher even it was not his foul. The teacher must create I cordial and safe environment but at the same time ethical and professional. Mike Rose explained in “Lives in Boundaries”. that an educator must be an open minded person that must respect the students diversities and give love and caring attitudes towards students, a aim not only to survive but also to nurture in the mind and heart of people through education.

Concept of Spiritual Intelligence seems to be new but it has its influence at almost all the ancient cultures of the world. Spiritual Intelligence has significant influence on the quality of life. The credit can be given to Danah Zohar who termed this whole concept in her book ‘Rewring the Corporate Brain’ which clearly rehearse that variation of Spiritual Intelligence are sometime used in corporate settings as a means of

motivating employees, and providing a non-religious, diversity-sensations framework for addressing issue of values in the workplace. This can be drudge in to teaching learning process in school. Thus Spirituality can be very fruitful in field of education. Spiritual Intelligence can help to inculcate several character and balance in personality of teacher which is essential to exalt work effects in the profession of teaching and generate the shining student, as quoted by John Dewey that school is the factory of society.

### **Spiritual Intelligence :**

Word spiritual has originated from the Latin root "Spirits" implies "breath" referring to the breath of life. It involves opening our hearts and cultivating our capacity to experience awe, reverence and gratitude. It is the one's ability to see the sacred in the ordinary, to feel the poignancy of life, to know the passion of existence and to give ourselves. It is mainly inclined to bring about greater love and compassion for all people and living things its effect: good physical and mental health.

Spiritual intelligence is the set of abilities that individuals use to apply, manifest and embody spiritual resources, values and qualities in ways that enhances their daily functioning and well-being (Amram 2000). Spiritual intelligence has a significant influence in solving the problems of life and it goes without saying that teachers must be given specific kind of training so that they could be able to make a brighter future of students and be exposed to the difficulties. According to Emmons (2000) the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment is as known as spiritual intelligence. Emmons postulated that there are at least five core abilities that define spiritual intelligence-namely:-

- (a) the capacity for transcendence;
- (b) the ability to enter into heightened spiritual states of consciousness;
- (c) the ability to invest everyday activities, events and relationships with a sense of the sacred;
- (d) the ability to utilize spiritual resources to solve problems in living; and
- (e) the capacity to engage in virtuous behaviors or to be virtuous (to show forgiveness; to express gratitude; to be humble; to display compassion).

Zohar & Marshall (2000) say that when spiritual intelligence is high, we appear to be intellectual and have proper behavior. However when spiritual intelligence is low, people will appear to have problematic behaviour. They stated that individual's with high spiritual intelligence demonstrated higher measures of satisfaction and performance. They further proceed to assert spiritual intelligence must be grown and developed with training. It can be learned again, and it can be modified.

Role of Spiritual intelligence is as a facilitator in decision-making and the recognition of choices which will be more meaningful, suggesting a potential means of adaptation and problem-solving. Zohar and, Marshall (2000) relate spiritual intelligence to moral reasoning, suggesting that it allows us to "play with the boundaries", "gives us

our moral sense", and "is used "to wrestle with questions of good and evil". It further allows us "to be creative, to change

### **Work Ethics**

"The work in very profession; department, institute has its own ethics which must be followed, without it, no profession or institute neither grow nor survive."

Throughout the ages various professions have set themselves ethical guidelines that express the attitudes and sense of responsibility, the members are stipulated to show towards their work, articulating the common values and principles that they should possess with respect to their profession.

It is universally felt that like other fields, the teaching profession should have its own code of work ethics which is a pre-requisite to ensure dignity and integrity. (NCTE 2010) .Under the code of work ethics it is provided for teachers a framework of principles how to guide them in discharging their work towards students, parents, colleagues and community. Increased awareness of the ethical principles governing the teaching profession is essential to ensure "work ethics' among teachers. "Work ethics are the roles, responsibilities, duties, values, belief and ideals which must be followed by a teacher in his teaching profession" (Dr. Rainu Gupta)

### **Recommendation of Ethical Principles by N.C.T.E. code of professional ethics for school teachers (NCTE, Dec., 2010)**

The existing Code of Professional Ethics for school teachers is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work.

- 1. Obligations towards Students**
- 2. Obligations towards parents, community and society**
- 3. Obligations towards the profession and colleagues.**

But now scenario has changed and society expects a teacher should have both qualities of knowledge of profession and vocation and ethics and values on the other. A teacher should have harmony between the sense of responsibility to maintain their professional skills and also to should particular sensitivity in the perception of ethical problem which the society facing. In the words of Ravinder Nath Tagore the concept of work ethics for a teacher can be summed up. "In our ideal we must touch all men and all time through manifestation of a truth which is eternal and universal.

### **Review of Literature**

Dincer (2007) pointed out that spiritual intelligence is related to educator's behavior. He stated that, an educator's high level of spiritual intelligence play a significant role in preparing students of all age groups. The results of this study are also in line with Noble (2001) who suggested that high spiritual intelligence can contribute to psychological health and logical behavior. It is also supported by Emmons (2000) and Zohar and Marshal (2000), who stated that spiritual intelligence is a mechanism by which people can improve their overall quality of life.

Frew (2000) tried to find out the relationship between organizational stressors, strain and spirituality. The sample selected for the study was 141 employees in a public health organization. Finding showed the significant main effect for spirituality and strain. Trott (1996) did correlation study between a spiritual well-being scale and general self-efficacy scale, organizational commitment scale, open organization profile and an interview schedule for 184 workers in a fortune 100 engineering-construction organization. Foley

(1999) used an “appreciative inquiry”, creating a “consensual document” based on the stories consultants reported “when they felt their spirituality alive in their work.”

Zohar and Marshall (2001) proposed that IQ and EQ are subsidiary to and supported by SQ and SQ is the highest intelligence. Spiritual Intelligence has been well recognized as a complex, multi-dimensional construct universally that has the potential to influence the performance of the employees and managerial activities in the work setting of an organization. The focus on personal spirituality experiences is essential, but it is also important to conduct research which helps us understand the potential positive impact on employee attitudes that can occur when management supports individuals’ needs in the workplace on a spiritual level (King and Nicol, 1999).

Ashmos and Duchon (2000) did a survey and conducted principal components factor analysis, and found out seven different dimensions of workplace spirituality. Egan (1999) suggested that the characteristics of a spiritual manager are: trust, competence, growing subordinates, be able to negotiate win/win outcomes, teach and reward teamwork, and focus on delivering quality and value to customers. McCormick (1994), did a review work and suggested the themes that emerged from the literature on spirituality and workplace are compassion, selfless service, right livelihood, the problem of pluralism and meditative work.

Spiritual intelligence has been recognized as important, multi dimensional, universally accepted equipment that has the capacity of influence the performance of the employees and administrative activities in the working conditions of an organization. Schools are expected to develop certain qualities among students behavior. Thus teacher should be aware about the appropriate behavior embodied in the students. School is a socializing agency, has a task of transmitting certain attitudes and values in the future generations which will help them to become a good human being. All these aim could be achieved through proper channel of developing Spiritual and Ethical mode in classrooms through teachers to students. There is burning need of a broad study to get vision for our nation. The massive information and high magnitude of competition create an alarming situation for society. It assumes that there is influence of teacher’s personality on the students in education. There is great requirement to find out the concrete relationship between Spiritual Intelligence and work-ethics through scientific study.

**Objectives :-**

1. To find relationship between spiritual intelligence and work ethics of secondary school teachers.
2. To find relationship between spiritual intelligence and work ethics of male secondary school teachers.
3. To find relationship between spiritual intelligence and work ethics of female secondary school teachers.

**Hypothesis:-**

1. The relationship of spiritual intelligence of sec. school teachers with different dimensions of work ethics is not significant.
2. The relationship of spiritual intelligence of male sec. school teachers with different dimensions of work ethics is not significant.

3. The relationship of spiritual intelligence of school female sec. school teachers with different dimensions of work ethics is not significant.

**Population and Sample :-**

The population of the study consists of secondary school teachers teaching in NOIDA. The sample is comprised of 204 secondary school teachers teaching in private schools of NOIDA affiliated to CBSE . Keeping in view the feasibility and other resource conditions, schools are selected by stratified random sampling procedure.

**Tools :-**

Spiritual Intelligence Scale (2010) developed by Dr. Santosh Dhar& Dr. UpinderDhar was used to measure participants level of SI. The SIS Scale incorporated six dimensions viz. Benevolence, Modesty, Conviction, Compassion, Magnanimity and Optimism. The reliability of SIS scale is 0.98 while validity is 0.99. Teacher’s work ethics scale was self-constructed. The reliability coefficient was found 0.81 by split half method.

**Methodology :-**

The major purpose of study is to find out the relationship between spiritual intelligence, and work ethics of secondary school teachers, so, the method adopted for the study is a descriptive method.

**Statistical Techniques:--**

In order to test the hypothesis that “The relationship of spiritual intelligence of sec. school teachers with of work ethics is not significant”, as assessed by SIS scale and work ethics scale Pearson’s product moment correlation test was used to analyze data.

**Result :-**

**Table 1 : RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND WORK ETHICS OF SEC. SCHOOL TEACHERS**

Co-efficient of Correlation between Spiritual Intelligence and Work Ethics of Sec. School Teachers

Variable	Number	Mean	S.D.	Co-efficient of Correlation
Spiritual intelligence	204	213.74	25.20	0.424*
Work Ethics	204	152.28	16.99	

\* significant at 0.01 level

Table 1:- depicts that co-efficient of correlation between spiritual intelligence and work ethics of Sec. School teachers is 0.424 significant at 0.01 level of significance. It was

found that spiritual intelligence and work ethics of Sec. School teachers are positively correlated with each other. It can be interpreted that the teachers who possess the high spiritual intelligence will also maintain high order of work ethics and vice-versa.

**Table : 2 RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND WORK ETHICS OF FEMALE SEC. SCHOOL TEACHERS**

Variable	Number	Mean	S.D.	Co-efficient of Correlation
Spiritual intelligence	126	205.04	22.70	0.242*
Work Ethics	126	147.55	16.31	

\* significant at 0.01 level

Table 2 :- depicts that co-efficient of correlation between spiritual intelligence trait and work ethics of female Sen. Sec. School teachers is 0.242 significant at 0.01 level of significance. It indicates that spiritual intelligence and work ethics of female Sec. School teachers is positively correlated with each other. It can be interpreted that the female teachers who possess the high spiritual intelligence also maintain high order of work ethics and vice-versa.

**Table : 3 RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND WORK ETHICS OF MALE SEC. SCHOOL TEACHERS**

Variable	Number	Mean	S.D.	Co-efficient of Correlation
Spiritual intelligence	78	227.78	22.67	0.453*
Work Ethics	78	159.92	15.28	

\* significant at 0.01 level

Table 3 :- depicts that co-efficient of correlation between spiritual intelligence trait and work ethics of Sec. School teachers is 0.453 significant at 0.01 level of significance. It indicates that spiritual intelligence trait and work ethics of male Sec. School teachers are positively correlated with each other. It can be interpreted that higher the spiritual intelligence, higher the work ethics of male Sen. Sec. School teachers and vice-versa.

The result predicts that male teacher possess good work ethics ( M = 159.92) in comparison to female teachers (M = 147.55). The results further show that the correlation of spiritual intelligence and work ethics of male teachers ( r = 0.453) is higher than

female teachers ( $r = 0.24$ ). This reveals that male teachers are more sincere in their teaching profession in comparison to female teachers.

### **Conclusion:**

The main purpose of this study was to find out the correlation between spiritual intelligence and work ethics of sec. school teachers. Results that are presented in the table depicts that male teachers are good in both spiritual intelligence and work ethics in comparison to female teachers, also it is concluded that there is a positive and significant correlation between spiritual intelligence and work ethics among both male and female sec. school teachers. As Seybold and Hall (2001) emphasized on the better quality of life to the mode of spiritual intelligence can be seen in the findings.

Wigglesworth (2002) supports by defining Spiritual intelligence is the ability of individuals to behave with wisdom and compassion while maintaining inner and outer peace, regardless of the situation.

Work ethics was higher in most of cases where SQ was higher. It can be pragmatically discussed that teacher with higher SQ views work in a broader perspective. It was observed that SQ was comparable for both male and female teacher, with that of the male being higher in work ethics. It is probably because male generally go through more rigorous in the school than their counterparts. Work ethics mean degree of excellence of own life that contributes to benefit to the person himself and the society at large.

The main objective of the study was to analyze the teacher's spiritual intelligence and their work ethics in sec. school. The spiritual intelligence level of teacher is important for teacher – student communication and to improve teaching learning process. To comprehend spiritual intelligence and work ethics, there is a need to carry out a correlation study between spiritual intelligence and work ethics of sec. teacher.

But there is no exclusive research done with studies spiritual intelligence and work ethics while it is a burning need of area in teaching profession. Although the literature of this relation are especially on spirituality at work place (Chin et al. 2011; Jeloudar et. Al 2011; McCulloch 2006; Yang 2009) are in accordance with the current study. McCormick (1994) extracted some of challenge that are faced by American manager who tried to integrate spirituality with their work with the aim of giving importance to those values, task and problems that are aroused in more than one spiritual tradition. Of course it is in worth mentioning that spiritual intelligence plays a catalytic role in inducing work ethics among teacher.

The teacher who is accountable for most of habit formation and shaping the child's value systems found him helpless and failed in this competitive ever changing era. The only solution to tackle this situation is spiritual intelligence which gives affirmative and pure adjustment to any problem related to individual / social behavior. Teachers who possess a strong work ethics embody certain principles that guide their work behavior, leading them to produce high quality of work consistently. So teacher should to be trained in spiritual intelligence, which will be a good step in enduring quality of work that

will affect all the educational programs. It is important to integrate the concept of SQ into the hearts and works of teachers in the hope that comprehensive knowledge of the inculcating / engendering spiritual intelligence will soon create a more fertile ground for cropping new idea which will lead a peaceful world

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